

### Rubric for Approval Process Systems Descriptions

1. Describe how the consortium/district/college will address the findings in the '05 performance indicator data. **Note:** Because student performance is a continuous improvement process, findings that meet the state negotiated performance level should address how each level will be maintained and improved. If the findings show the negotiated performance level was not met, each area must be addressed in the FY '07 program improvement goals and the action plan.

In compliance		Not in compliance
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
Addresses both the met and unmet negotiated standards	Addresses only unmet state negotiated performance levels.	Does not address the performance indicators that were "not met."

2. Describe the process utilized by the consortium/district/college to develop program improvement goals based upon review of the following: a.) individual CSIP goals (*secondary only*) b.) program performance indicator data; c.) program evaluation findings and recommendations; and d.) current program status assessment. Additionally, data, findings, and recommendations from the following should be included if they are available: a.) equity review findings and recommendations; b.) accreditation findings and recommendations; and c.) other local needs assessments. Perkins Act Title I, Part C, (Section 134(b) (1) (2) and (3).

In compliance		Not in compliance
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
Process described includes all required elements and additional data elements listed.	Process described includes all required elements.	Process does not include the required elements.

3. List the program improvement goals for the consortium/district/community college for this fiscal year. Perkins Act Title I, Part C, Section 134 (b) (1) (2) and (3)

In compliance		Not in compliance
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
Program improvement goals are listed and show alignment with the data points used in Question # 2.	Program improvement goals are listed.	Program improvement goals are not included in the application.

4. Describe the process utilized by the consortium to ensure that the funds are utilized for purposes and programs that are mutually beneficial for all members of the consortium. Perkins Act Title I, Part C, Section 131 (g) (2) ***For Consortium only***

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
The process described clearly indicates how funds are utilized for purposes and programs that are mutually beneficial to all members of the consortium.	The process described is ambiguous and only provides only for an indirect benefit to the consortium members. Examples: <ul style="list-style-type: none"> <li>Investing in one program at one site to serve as a model for the consortium.</li> </ul>	There is no process described OR The process described does not ensure that all funds are utilized for the mutual benefit for all members of the consortium.

5. Describe the process for ensuring how students in alternative high school programs have access to career and technical education programs offered by the district or districts applying through this application. Perkins Act Title I, Part B, Section 122 (c) (13). ***Secondary Only***

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
The process described identifies access and there are affirmative steps to include alternative students in the career and technical programs. Examples: <ul style="list-style-type: none"> <li>individual career plans for alternative high school students that include career and technical programs</li> <li>a career day at the alternative school showcasing career and technical programs.</li> </ul>	The process described clearly shows how students in alternative high school programs have access to career and technical education programs. Examples: <ul style="list-style-type: none"> <li>course registration handbooks</li> <li>brochures to students in alternative high schools.</li> </ul>	There is no process described OR the process described does not address how students in alternative high school programs have access to career and technical education programs.

6. Describe the process that is used to evaluate and continuously improve career and technical programs. Perkins Act Title I, Part C, Section 134 (b) (6).

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
<p>The process is a continuous improvement model and includes the required elements:</p> <ul style="list-style-type: none"> <li>• Uses data</li> <li>• Responds to technological change and innovation</li> <li>• Meets educational needs of all students (disabilities, gender, diverse racial/ethnic groups)</li> <li>• Enables students enrolled to perform minimum competencies independently</li> <li>• Enables students with secondary CTE background to pursue higher education</li> <li>• Addresses barriers and supports for students in nontraditional careers, persons from diverse racial and ethnic groups and persons with disabilities.</li> </ul>	<p>The process includes the required elements:</p> <ul style="list-style-type: none"> <li>• Uses data</li> <li>• Responds to technological change and innovation</li> <li>• Meets educational needs of all students (disabilities, gender, diverse racial/ethnic groups)</li> <li>• Enables students enrolled to perform minimum competencies independently</li> <li>• Enables students with secondary CTE background to pursue higher education</li> <li>• Addresses barriers and supports for students in nontraditional careers, persons from diverse racial and ethnic groups and persons with disabilities.</li> </ul> <p>Each program is evaluated on a five year cyclical basis.</p>	<p>The process described does not contain all of the required elements and/or does not occur at least every five years.</p>

7. Highlight the strategies identified and adopted to overcome barriers to access to or success in the programs for members of special populations in your comprehensive program evaluation process discussed in item # 6. Include how Perkins funds will be used to promote nontraditional training and employment. Perkins Act Title I, Part C, Section 134 (b) (7) (9)

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
<p>Multiple strategies adopted to overcome barriers to access to or success in the programs for members of special populations are clearly identified. It also identifies multiple activities included in the action plan(s) found in this application that documents how the Perkins funds will be used to promote nontraditional training and employment.</p>	<p>A strategy adopted to overcome barriers to access to or success in the programs for members of special populations is clearly identified. It also identifies an activity included in the action plan(s) found in this application that documents how the Perkins funds will be used to promote nontraditional training and employment.</p>	<p>The discussion does not include a strategy adopted to overcome barriers to access to or success in the programs for members of special populations and/or a description of how Perkins funds will be used to promote nontraditional training and employment.</p>

8. Describe how the eligible recipient will provide students with strong experience in and understanding of all aspects of an industry. Perkins Act Title I, Part C, Section 134 (b) (3)(B)

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
The description includes how the curriculum in all career and technical programs has been modified to include experiences that provide students with strong experience in and understanding of all aspects of the industry for which they are preparing to enter.	The description includes one activity that provides students with strong experience in and understanding of all aspects of the industry for which they are preparing to enter.	Response does not describe how the recipient will provide students with strong experience in and understanding of all aspects of an industry for which they are preparing to enter.

9. Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs. Include in your explanation how such individuals and entities are effectively informed about and assisted in understanding the career and technical programs. Perkins Act Title I, Part C, Section 134 (b) (4)

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
<p>The process described provides multiple opportunities for parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations are involved in the development, implementation and evaluation of career and technical education programs. It also includes communications with these same entities.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Use of CTE Advisory Council or Committees</li> <li>• Needs assessments</li> <li>• In field opportunities for teacher staff development</li> <li>• Follow up studies</li> </ul>	<p>The process described provides for parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations are involved in the development, implementation and evaluation of career and technical education programs. It also includes communications with these same entities.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Use of CTE Advisory Council or Committees</li> </ul>	<p>The process does not include one or more of the following groups: parents, students, teachers, representatives of business and industry, labor organizations, and representatives of special populations OR there is not a process for communications with one or more of those entities.</p>

10. Describe the process used to provide comprehensive professional development for career and technical, academic, guidance, and administrative personnel. Perkins Act Title I, Part C, Section 134 (10).

<b>In compliance</b>		<b>Not in compliance</b>
Meets and Exceeds	Acceptable but Could Be Improved	Not Acceptable
The process described includes multiple comprehensive professional development activities for career and technical, academic, guidance, and administrative personnel and is included in the district or community college staff development plans/process.	The process described includes one comprehensive professional development activity for career and technical, academic, guidance, and administrative personnel.	The process described does not include at least one activity OR it does not include all of the required groups.